



Moving the Needle

NDTAC 2016 National Conference

June 22, 2016



**The National Technical
Assistance Center**
for the Education of
Neglected or Delinquent
Children (NDTAC)



www.neglected-delinquent.org

Heather Denny

**Building Tribal Relationships and
Serving AI/AN Students**

Pat Frost

Applying the Guiding Principles to Title I, Part D Programs

Aligning the Guiding Principles for Providing High Quality Education in Juvenile Justice Secure Care Settings with Nebraska's Priorities for Youth in Juvenile Justice

~~NDTAC 2016 NATIONAL CONFERENCE: MOVING THE NEEDLE JUNE~~
22, 2016

PAT FROST, NE



1. A safe, healthy facility-wide climate;
2. Necessary funding to support educational opportunities; and
3. Recruitment, employment, and retention of qualified education staff

4. Rigorous and relevant curricula aligned with state academic and career ready standards, practices that promote career and college readiness
5. Formal processes and procedures ensure navigation across child-serving systems and smooth re-entry into communities

1. A safe, healthy facility-wide climate
2. Necessary funding to support educational opportunities
3. Recruitment, employment, and retention of qualified education staff

4. Rigorous and relevant curricula aligned with state standards

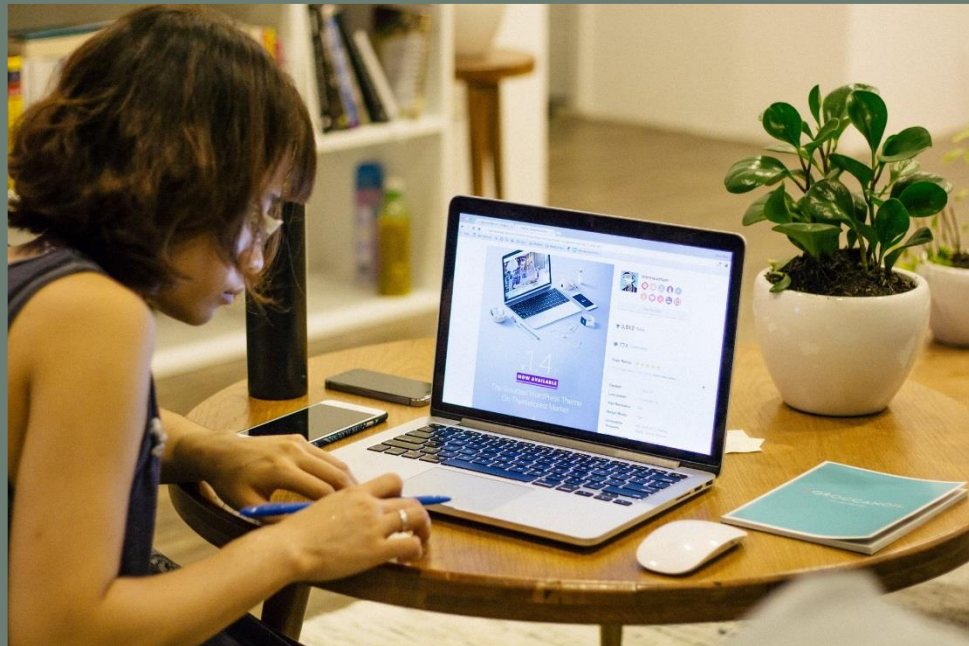
5. Formal processes and procedures that ensure successful transitions

Accountability for Quality Education System, Today and Tomorrow



Guiding Principles

AQUESTT




DOE

HHS

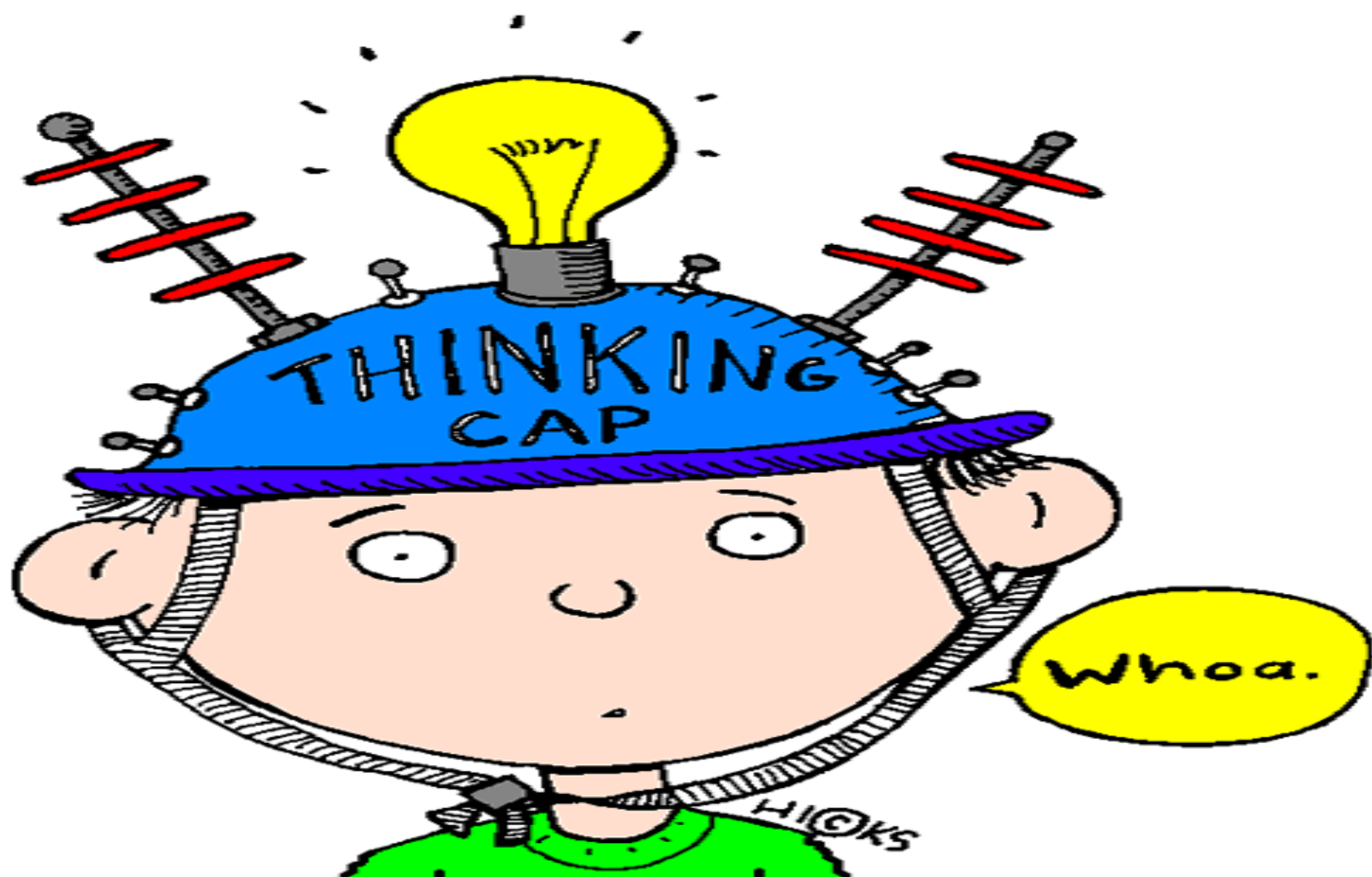
YOUTH

DOJJ

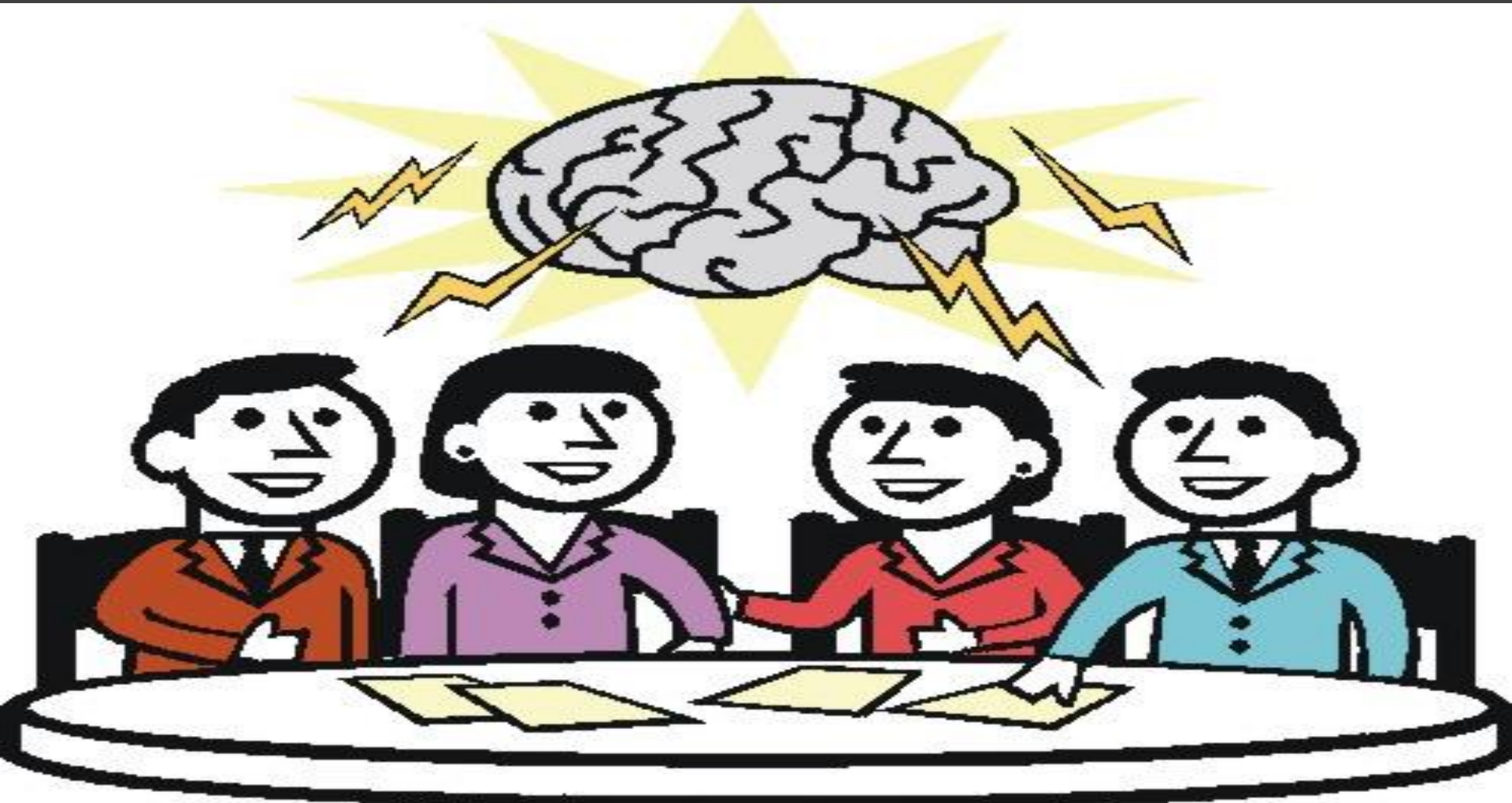
DOC



See the stars align
& you know its all for you

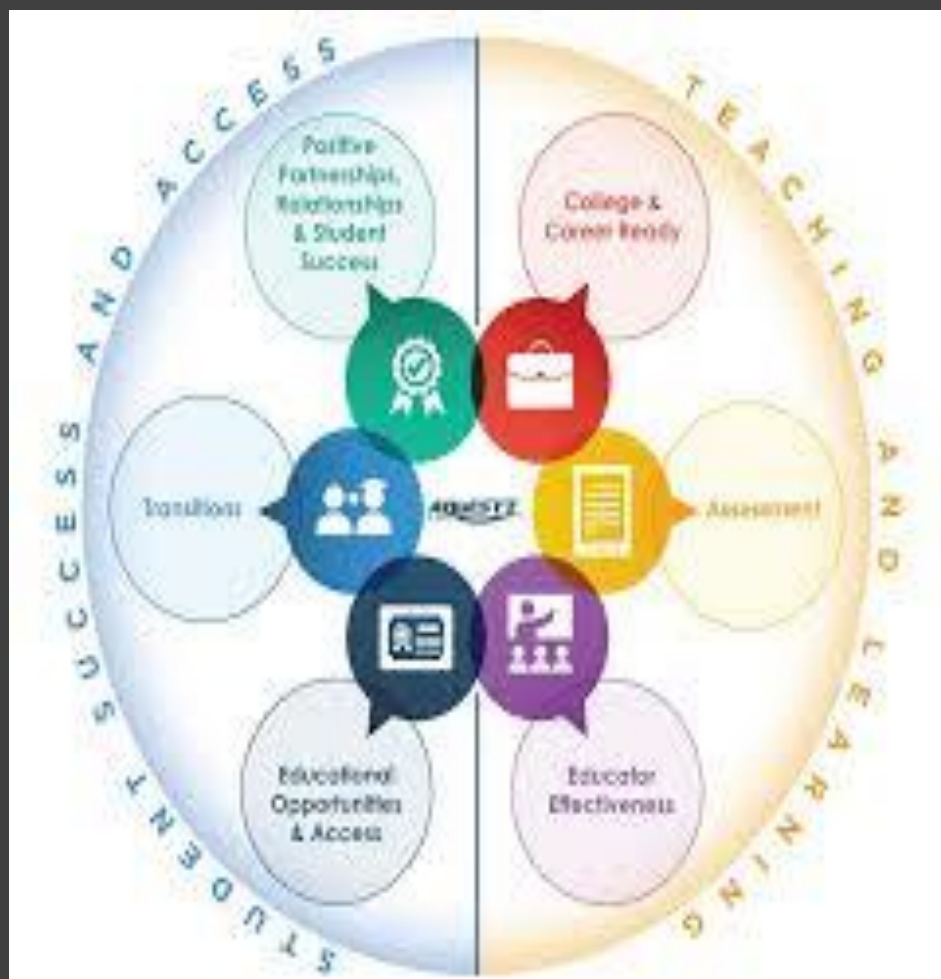




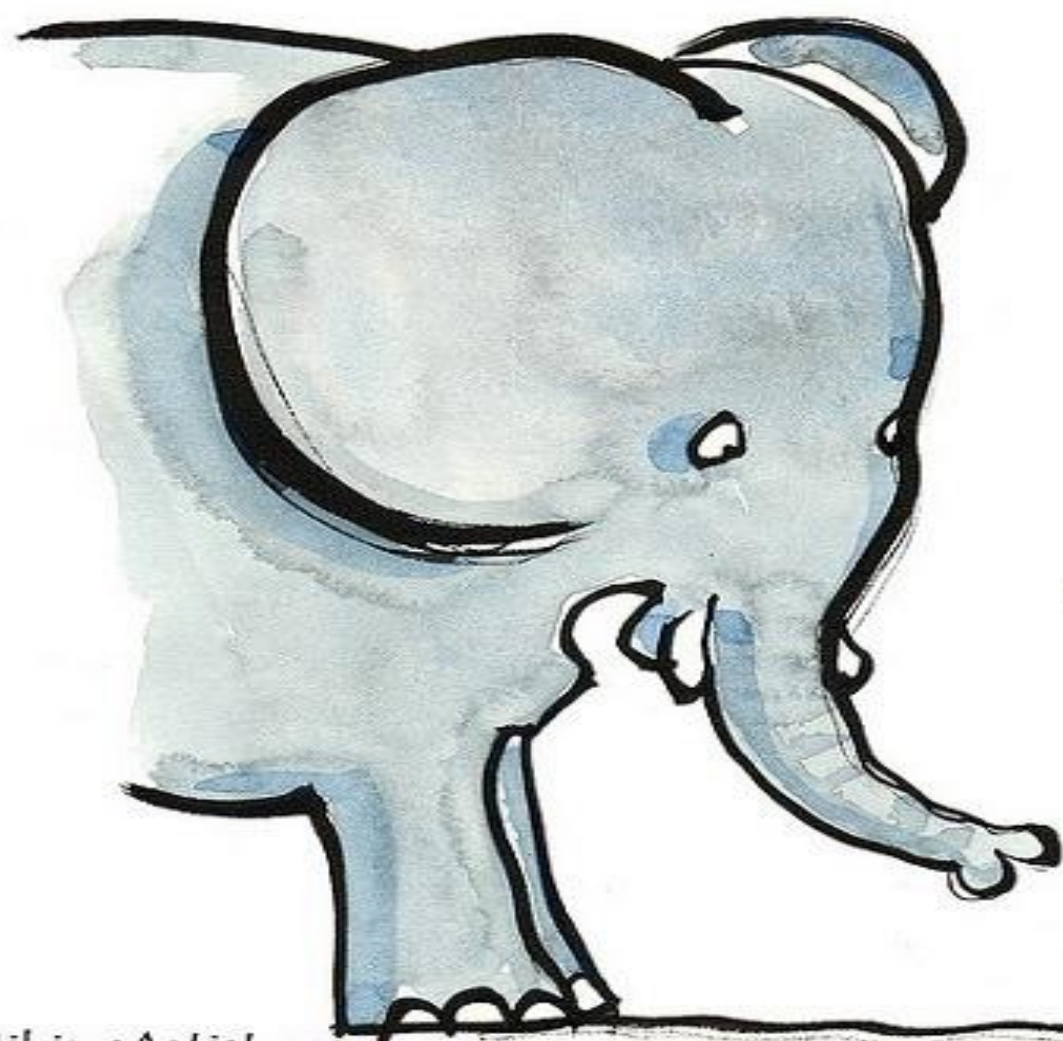
















Darren K. Rutland Profile

- Student last tested as Advanced on 9th grade DCAS Reading.
- Student last tested as Well Below Standard on 9th grade DCAS Mathematics.
- Student last tested as Met Standard on 8th grade DCAS Science.
- Student last tested as Below Standard on 7th grade DCAS Social Studies.
- Student has the following warnings in the Dropout Early Warning System:
 - Math

SUMMARY

STATUS



Attendance and Discipline

Students attendance and discipline patterns

Attendance

Daily and class period attendance

Discipline

Discipline incidents and actions



Assessments

State and local examinations and assessments

State Standardized Assessments

Performance and progress on state standardized test



DCAS Performance

Test scores and whether met standard

Math

644

Grades and Credits

Student's progression in coursework

Course Grades

Performance and progress in current courses

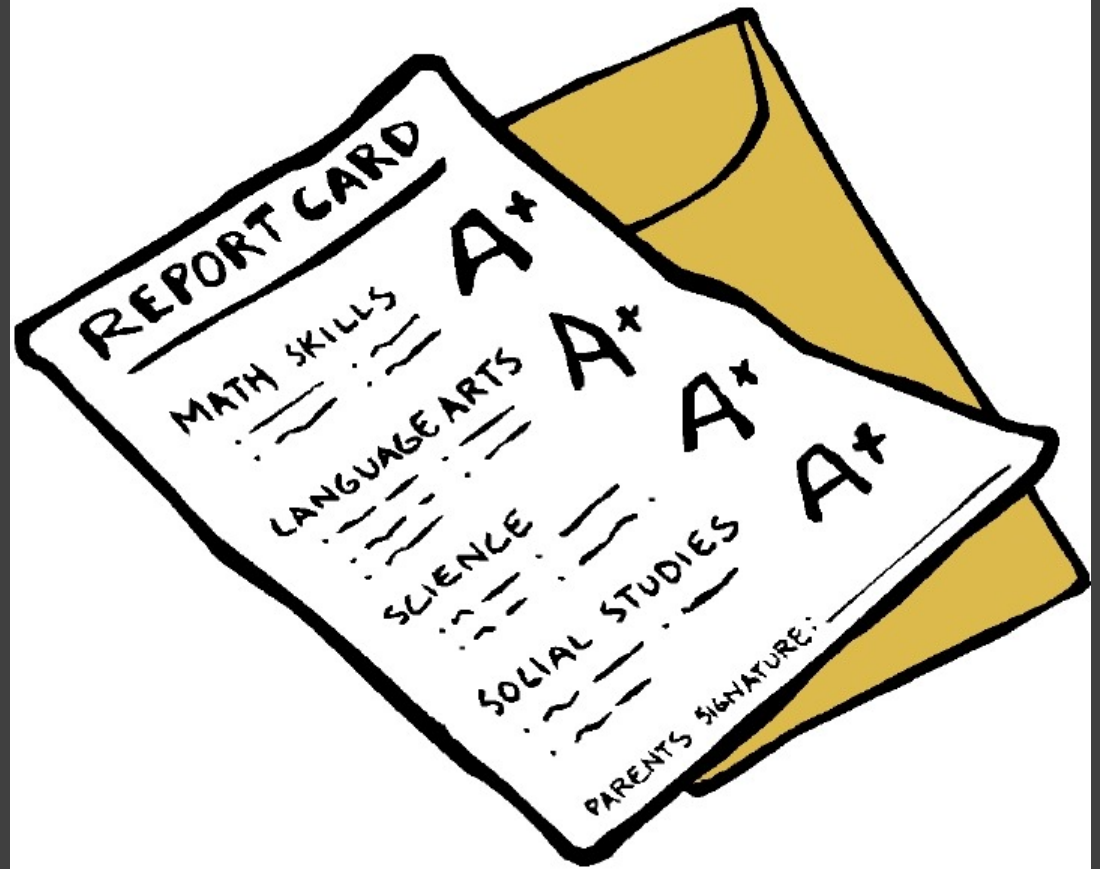
Credits

Student's progress toward graduation





philipninfo



Kenneth Krawchuk

Optimizing Pennsylvania's TIPD Funding Formulas



pennsylvania
DEPARTMENT OF EDUCATION

Pennsylvania Department of Education

Division of Federal Programs

**Neglected and Delinquent
Distribution of Funds Formula**

Kenneth Krawchuck

N and D Advisory Committee

- Funded through State set-aside funds
- Provides advisory and support services to Pennsylvania Department of Education (PDE)
- Provides technical assistance and professional development to Title I, Part D grantees


Needs Assessment

- Discussion of unequal distribution of funds to short term facilities and long term facilities
- PDE analysis of data from annual data collection system

Needs Assessment

- Short-term facilities struggle to provide adequate academic assistance because:
 - Student academic records are not available to the facility when the student arrives.
 - There is limited time to assess students before they are transferred to a long-term facility.
 - Title I funds for interventions are not being used for *effective* services.

Pennsylvania's Title I Part D Online Reporting System



WELCOME AND LOGOUT

DATA ENTRY

3048 ENTRY

REPORTS

REPORTING ENTRY

SCHOOL YEAR COMPLETION

SEARCH STUDENTS

LAST NAME

DATE OF BIRTH

miller

04/05/2000

SEARCH

REPORTING PROFILES

FILTER RECORDS BY YEAR:

2012-2013

RECORDS - 0

Facility Student Count

The number of times each student enters and exits a facility

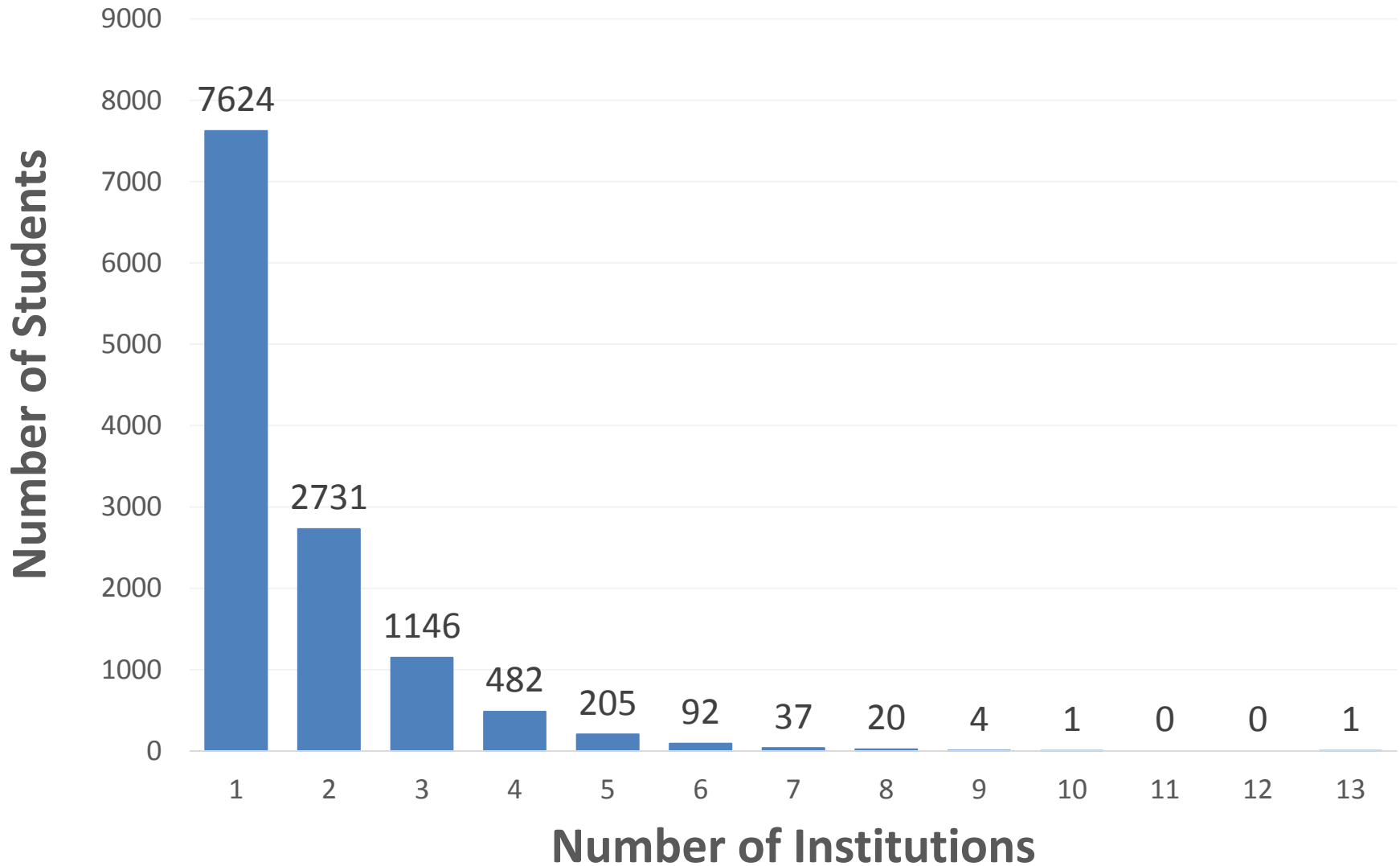
| Institution | ID Number | N or D |
|--|-----------|--------|
| Children's Center for Treatment and Education | 93 | N |
| Glade Run Lutheran Services | 94 | N |
| Sarah A. Reed Children's Center - RTF | 94 | N |
| Montgomery County Youth Center - Detention | 95 | D |
| Cornell Abraxas I - Arlene Lissner High School | 96 | D |
| The Summit Academy | 96 | D |
| Westmoreland County Regional Youth Services Center | 96 | D |
| Adelphoi Village - Middle Creek-Male | 97 | D |

Facility Student Count

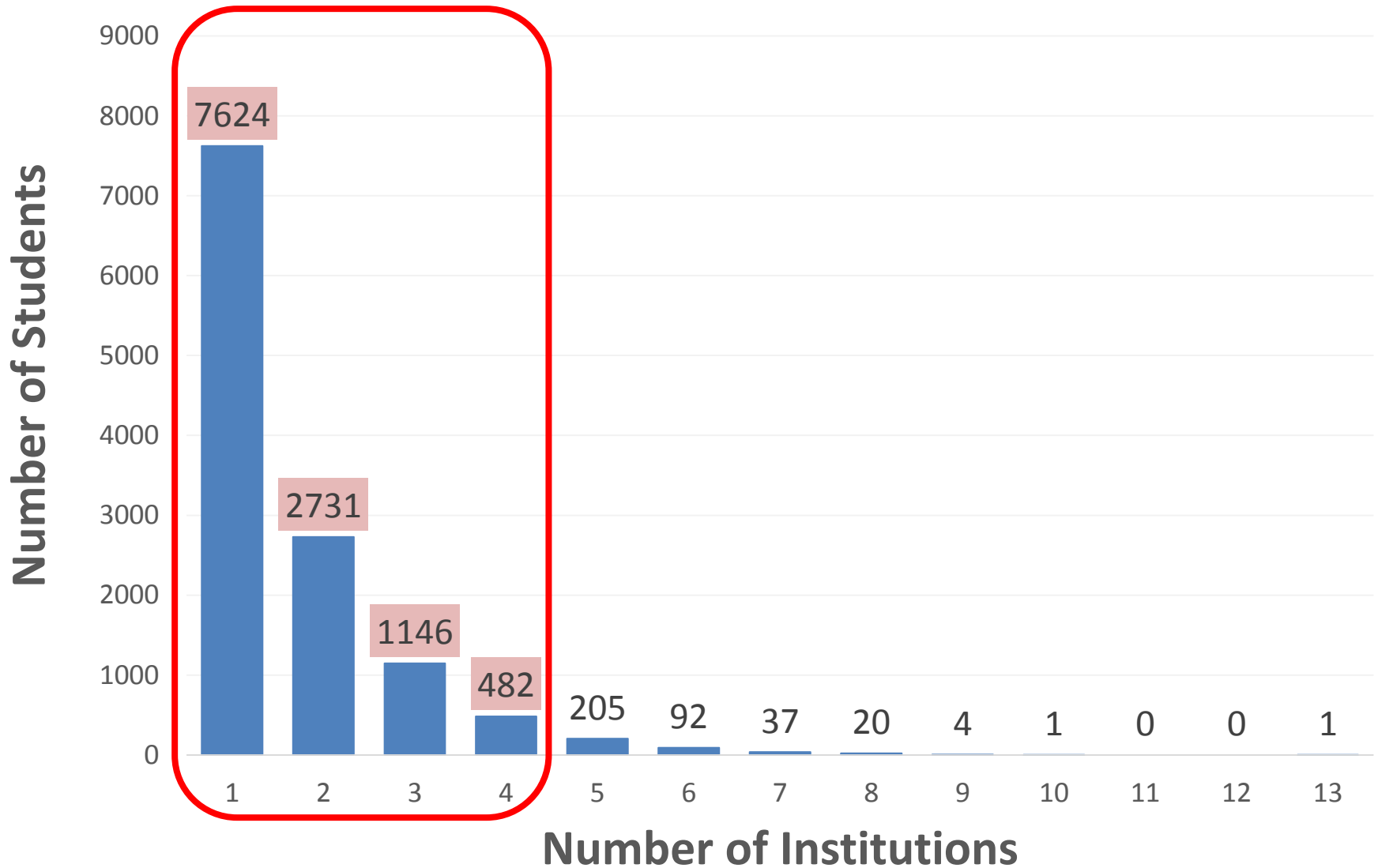
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| Westmoreland County Regional Youth Services Center | 96 | D |
| Adelphoi Village - Middle Creek-Male | 97 | D |

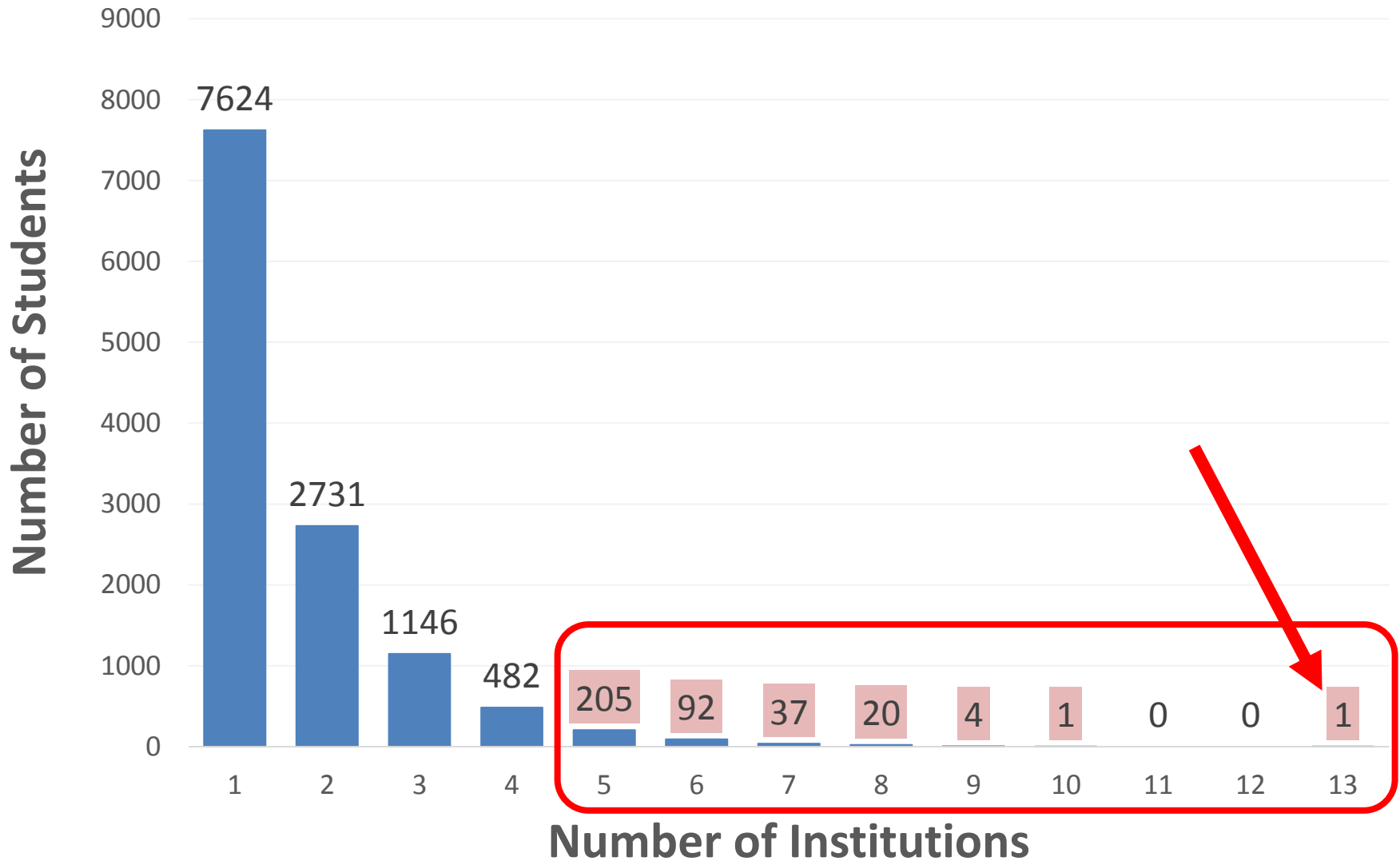
Delinquent Student Distribution by Number of Institutions



Delinquent Student Distribution by Number of Institutions



Delinquent Student Distribution by Number of Institutions



Neglected Institutions

- 3,890 students in Neglected Institutions
- 85% in 1 institution
- 5 % are in 3 or more institutions

Revised Delinquent Funding Formula

- PDE still uses single-day count when submitting Fall student counts to Department of Education
- PDE decided to allocate funds based on new student count formula
- Revised formula based on counting only students who stayed 15 consecutive days or longer

Delinquent Funding Formula Change

| Institution | Average Length of Stay | Original Caseload | Revised Caseload (≥15 days) | Difference between Original and Revised |
|----------------------------------|------------------------|-------------------|-----------------------------|---|
| Shuman Juvenile Detention Center | 10.30 | 148 | 43 | -105 |
| York County Prison | 11 | 10 | 8 | -2 |
| Youth Study Center | 12.50 | 134 | 29 | -105 |
| The Meadows Psychiatric Center | 13.00 | 158 | 34 | -124 |
| TOTAL | -- | -- | -- | -334 |

Delinquent Funding Formula Change

| Institution | Original Allocation | Revised Allocation | Difference between Original and Revised |
|----------------------------------|---------------------|--------------------|---|
| Shuman Juvenile Detention Center | \$329,244 | \$120,634 | -\$208,610 |
| York County Prison | \$22,246 | \$22,444 | +\$198 |
| Youth Study Center | \$298,099 | \$81,358 | -\$216,741 |
| The Meadows Psychiatric Center | \$351,490 | \$95,385 | -\$256,105 |
| TOTAL | -- | -- | -\$681,258 |

Neglected Funding Formula Change

| Institution | Average Length of Stay | Original Caseload | Revised Caseload (≥15 days) | Difference between Original and Revised |
|-------------------------------------|------------------------|-------------------|-----------------------------|---|
| KidsPeace National Centers, Inc. | 8.00 | 239 | 33 | -206 |
| Familylinks, Inc. - RESPOND | 12.92 | 2 | 2 | 0 |
| Auberle - McKeesport Hartman Street | 15.40 | 59 | 54 | -5 |
| TOTAL | -- | -- | -- | -241 |

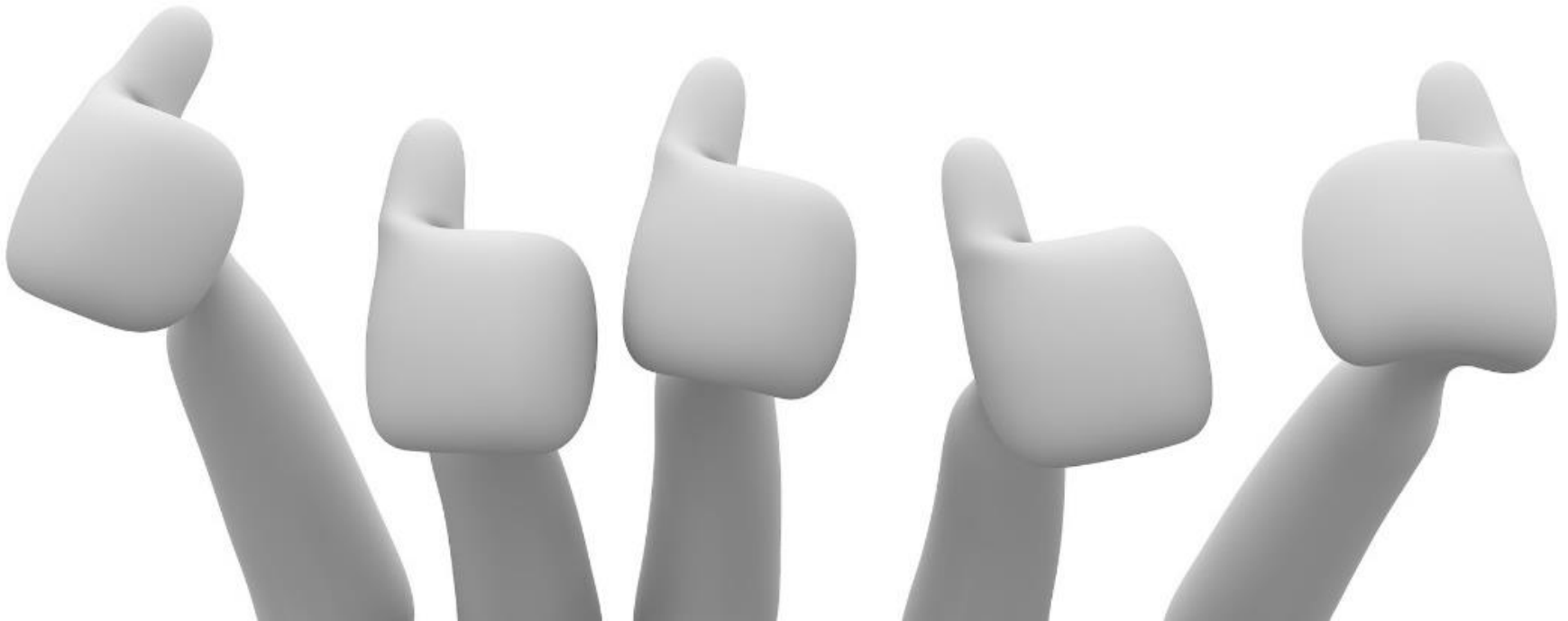
Neglected Funding Formula Change

| Institution | Original Allocation | Revised Allocation | Difference between Original and Revised |
|-------------------------------------|---------------------|--------------------|---|
| KidsPeace National Centers, Inc. | \$235,836 | \$32,563 | -\$203,273 |
| Familylinks, Inc. - RESPOND | \$2,648 | \$2,088 | -\$560 |
| Auberle - McKeesport Hartman Street | \$83,452 | \$56,376 | -\$27,076 |
| TOTAL | -- | -- | -\$230,909 |

Funding Tiers based on Average Length of Stay:

- Tier 1: Less than 90 days
- Tier 2: 91-180 days
- Tier 3: More than 180 days

How were the funding changes received?



PDE Proposed Outcomes

- Long-term facilities provide greater academic opportunities to students.
- Performance goals and objectives demonstrate program effectiveness.
- LEAs will be able to plan services based upon institution needs.
- Short-term facilities still receive funds commensurate with average length of stay.

PDE Proposed Outcomes

- Provide long-term facilities with increased funding
- Improved student academic skills and vocational/transition opportunities
- Observe student success in obtaining GEDs and high school diplomas

Formula Change Benefits

- No need for new data collection
- Allocations are easily calculated
- LEAs write performance goals and objectives for N and D program
- Performance goals data will assist PDE in determining formula change effectiveness

Aundrea Worthing and Kyle Peaden

Lessons Learned from Splitting Subpart 1 and Subpart 2 Management Roles

Lessons Learned from Splitting Subpart 1 and Subpart 2 Management Roles

NDTAC 2016 National Conference
Moving the Needle June 22, 2016

Wisconsin Department of Public Instruction

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Gaps and Missing Pieces

Sending Mixed Messages





Opportunities for Growth

Logistics of Splitting



Logistics of Splitting



Logistics of Splitting



Three Areas of Focus:

- relationships
- adaptation
- compliance



Relationships: Meaningful and Deeper



Relationships: Advocacy



Relationships: Fiscal Management



Adaptation: Coordinating



Adaptation : Fitting the Needs of the SA/LEA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Promoting Excellence for All

Troubleshooting | Course Navigation | Glossary | Resources | Course Notebook

Menu

- Promoting Excellence for All
 - PEFA - Home
 - About This Course
 - UNDERSTANDING RACE IN EDUCATION - HOME
 - EXPLORING THE DATA - HOME
 - IMPLEMENTING THE STRATEGIES - HOME
 - CONNECTED EDUCATORS

Promoting Excellence for All eCourse

WELCOME

Module 1 UNDERSTANDING RACE IN EDUCATION

Module 2 EXPLORING THE DATA

Module 3 IMPLEMENTING THE STRATEGIES

Click Welcome to get started

Search...

Adaptation : Taking Our Own Paths



Compliance : Monitoring

Title I-D Subpart 1, Monitoring Home Updated Feb 22, 2019, 9:28 AM



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Title I-D, Subpart 1, Monitoring TEMPLATE

[Title I-D Subpart 1, Monitoring Home](#)

Title I-D Subpart 1, Monitoring Home

How to upload documents

- * Monitoring Guidance
 - * Overview
 - 01: Annual Count Documentation
 - 02: Unique Needs
 - 03-04: Transition
 - 05: Time and Effort Records
 - 06-08: Evaluation
 - 09: Parent Involvement
 - 10: Professional Development
 - 11-12: Fiscal Responsibilities
 - 13-14: Collaboration

Site map

Title I-D Subpart 1, Monitoring Home

Document upload status:
OPEN

Last day to submit documents: MONTH DD, YEAR

Please see [Title I-D Monitoring Guidance Document](#) for a complete list of requirements, required documentation, and guiding questions.

The full text of the Elementary and Secondary Education Act ("Every Student Succeeds Act") can be found on the [U.S. Department of Education website](#).

For instructions on how to upload documentation, click [here](#) or see

Important dates:

Deadline to submit documents: MONTH DD, YYYY

Monitoring visit: MONTH DD, YYYY

Monitoring Consultant

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Compliance: Fiscal Management

 **WISEgrants** Wisconsin Information System for Education
Federal Grants Portal

ESDA

Kyle Peckler, Standard DPI User

Home Admin Menu Change Act Item

2018 - La Crosse Sch Dist 2018-2017

Standard DPI User Landing Page

Application and Claim Review


| Grant | View Submitted Applications | View Submitted Claims |
|--|-----------------------------|---------------------------|
| Title IA | View List | View List |
| IDEA - Flow-Through - CETS | View List | View List |
| IDEA - Flow-Through | View List | View List |
| IDEA - Preschool | View List | View List |
| IDEA - Flow-Through - Title I Schoolwide | View List | View List |
| Title IIA | View List | View List |
| Title IIA | View List | View List |



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The image features two tall, cylindrical metal grain silos standing in a field of dry, golden-brown grass. The silos are made of corrugated metal and have dark, rusted conical roofs. A wooden fence is partially visible in front of them. The background shows a line of trees under a bright sky. A large, semi-transparent green geometric overlay, consisting of several overlapping triangles and polygons, covers the right side of the image. Overlaid on this green area is the title text in a black, sans-serif font.

Challenges and Barriers: Breaking Down Silos

A person is walking on a large, weathered log in a forest. The person is wearing blue jeans and white sneakers. The forest floor is covered with fallen leaves and ferns. The background is a dense forest with trees and foliage.

Challenges and Barriers:

Keep Moving Forward

Challenges and Barriers:

Constant Communication



